



Year Four

Home Learning – Isolation Pack - Spring

Dear Children, Parents & Carers,

This is a pack of work designed to cover around two weeks of learning. There is a Maths activity for every day as well as a whole unit of English work (at the end of the pack). There are also Spanish, Topic & Music lessons to do. Please do what you can and we will see you back in school when your isolation time is finished.

Maths

We will be setting tasks on MyMaths weekly as normal. Please complete these and any outstanding ones as well as using Times Tables Rockstars.

ACTIVITY 1

1a $3 \times 11 =$

1b $8 \times 11 =$

1c 44 divided by 11 =

1d 99 divided by 11 =

2a $? \times 6 = 24$

2b $? \times 6 = 48$

3a $7295 - 1606 =$

3b $5551 - 3284 =$

4a $8 \times 7 =$

4b $10 \times 7 =$

4c 42 divided by 7 =

4d = 77 divided by 7 =

5 Fill in the box with < or > to make the number sentence true - 35.7 _____ 35.2

6 What is $7302 - 3186$

7 Write the following fractions as decimals: $4/10 =$ $7/10 =$

8 Put the numbers below in order from smallest to largest:

7139 7148 850 7134

ACTIVITY 2

1a $5 \times 6 =$

1b $7 \times 6 =$

1c 18 divided by 6 =

1d 66 divided by 6 =

2a ? divided by 11 = 10

2b ? divided by 11 = 121

3 Count forward in steps of 9 to fill the blanks - 0 _____ 27 _____

4 Fill in the boxes with < or > to make the number sentences true: 75.3 _____ 75.9 41.9 _____ 42.1

5 Put the numbers below in order from largest to smallest:

3278 3282 3270 3389

6 Count backwards in steps of 9 to fill in the blanks:

99 _____ 72 _____

7 Work out: a. ? divided by 10 = 4.2 b. 53 divided by 10 =

8 Work out: $5969 + 2207 =$ $4474 + 1775 =$

ACTIVITY 3

1a $7 \times 7 =$

1b $4 \times 7 =$

1c 63 divided by 7 =

1d 70 divided by 7 =

2a 67 divided by 10 =

2b ? divided by 10 = 0.5

3a 1000 more than 5314 =

3b 1000 less than 2109 =

4 Write these fractions as decimals - $12/100 =$ $77/100 =$

5 Put the numbers below in order from smallest to largest:

48.5 47.8 47.1 48.3

6 Write the following fractions as decimals - $89/100 =$ $1/100 =$

7a $2123 - 1840 =$

7b $9476 - 3657 =$

8 Fill in the boxes with < or > to make each sentence true: $47 + 28$ ____ 70 $84 - 73$ ____ 12

ACTIVITY 4

1 $\frac{1}{2}$ OF 6 =

2 $5 \times 3 =$

3 $19 + 9 =$

4 24 divided by 6 =

5 $4635 - 500 =$

6 $8 + 5 + 8 =$

7 $865 - 65 =$

8 $5/7 - 3/7 =$

9 $20 + 35 =$

10 $7 \times 5 =$

11 $265 - 52 =$

12 $3000 + 300 =$

13 $368 - 275 =$

14 $0.1 = 0.1 =$

15 $1/6 + 4/6 =$

16 $10 \times 20 =$

17 45 divided by 5 =

18 54 divided by 10 =

19 $9375 - 6000 =$

20 $12 \times 120 =$

21 $275 + 98 =$

22 $63 \times 100 =$

- 23 $1 - \frac{3}{8} =$
- 24 $23 + 31 + 45 =$
- 25 600 divided by 3 =
- 26 $436 \times 6 =$
- 27 3 divided by 100 =
- 28 568 divided by 4 =
- 29 $2 \times 6 \times 5 =$
- 30 $7837 - 5146 =$
- 31 $5384 - 998 =$
- 32 $1325 \times 4 =$
- 33 $8486 + 1375 =$
- 34 $\frac{3}{4}$ of 24 =
- 35 $5782 - 1111 =$
- 36 820 divided by 3 =

ACTIVITY 5

- 1 What number is 35 less than 60 =
- 2 Which is the smallest fraction – $\frac{1}{7}$ $\frac{1}{9}$ $\frac{1}{8}$
- 3 Count back 5 from 3 = (think negative numbers)
- 4 Write the number 5304 in words
- 5 Tanya and her little brother each want a comic. Bingo costs £2.45 and Elfworld £2.00. How much change would they have left from a £5 note? How much would three copies of Bingo cost?
- 6 Round each of these decimals to the nearest whole number – $2.7 =$ $8.5 =$ $5.4 =$
- 7 Complete these number sentences:

1000 less than 2325 =	1000 more than 2325=
1000 less than 8265 =	1000 more than 8265=
1000 less than 4037=	1000 more than 4037=
1000 less than 5005=	1000 more than 5005=
1000 less than 1000 =	1000 more than 1000=
- 8 How many millimetres are there in 5.5 metres? Is it 505, 550, 5050, 5500, 50500ml?
- 9 The village of Diptoies is divided by a stream. 975 people live on the north side of the stream. 1408 people live on the south side of the stream. What is the total population of the village? How many more people live on the south side of the village than on the north side?
- 10 Name these triangles



ACTIVITY 6 (reasoning Part 2)

- 11 500 letters are shared equally between five people to deliver them. How many letters does each person have to deliver?
- 12 3500 sacks of mail are divided equally into five delivery vans. How many sacks go into each

Van?

- 13 Julian keeps a note of the time taken for different parts of a trip to the seaside?
Bus ride to the train station – 17 minutes
Waiting at the station – 15 minutes
Train ride to the seaside – 1 hour 24 minutes
How long does the journey take altogether? Give your answer in hours and minutes?
Julian started his journey at 10.30am. What time did he arrive at the seaside?
- 14 Kevin thinks of two numbers. He says: If you add the numbers together, you get 16. If you multiply them together you get 15. What are the two numbers?
- 15 A shop sells soft toys. Six small cuddly rabbits cost £15. What is the cost of one rabbit?
- 16 There are 160 people in a cinema. $\frac{3}{8}$ of them are children. How many children are in the cinema?
- 17 A wooden plan is 2.5 m long. How long would 12 planks be laid end to end?
- 18 A brick costs 9p and a bag of cement £5.50. A builder needs 125 bricks and 2 bags of cement to build a small wall. How much will it cost altogether?
- 19 A builder orders 4000 bricks to build a wall, but only uses 2844. How many bricks are left over?
- 20 Tina visits a fruit shop. She can buy 12 apples for the same cost as 8 bananas. If one apple costs 6p. How much does one banana cost?

ACTIVITY 7

Counting in 1000s

Complete the following sequences:

a) 1000 2000 3000 _____ 5000

b) 9000 8000 _____ 6000 _____ 4000

c) _____ 5000 6000 7000 _____ 9000

d) 8000 _____ _____ 5000 4000 3000

e) 6000 _____ 8000 9000 _____ 11 000

f) 11 000 10 000 _____ 8000 7000

g) 16 000 15 000 _____ 13 000 _____ 11 000

'1) 19 000 _____ _____ 22 000 23 000 24 000

i) _____ 27 000 28 000 29 000 30 000

j) 76 000 75 000 _____ 72 000 71 000

Challenge: Can you count on in thousands from these numbers?

k) 187 000 _____

l) 462 000 _____

m) 698 000 _____

ACTIVITY 8

Watch the video and complete the questions below:

<https://vimeo.com/452571114>

Nearest 10, 100, 1000 Word Problems

1. A supermarket sells 187 cartons of yoghurt a week.
How many cartons is this to the nearest 10 and nearest 100?

2. There are 35 245 spectators at a football match.
How many is this to the nearest 10, nearest 100 and nearest 1000?

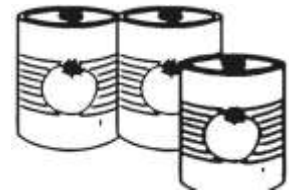


3. A newspaper reports that about 12 400 people attended a parade. How is this rounded and what is the range of the precise attendance?

4. There are 12 876 adult tickets and 5621 child tickets sold for a concert. To the nearest 10 and nearest 100, how many tickets are sold altogether?



5. A shop has 2349 tins of tomatoes in stock. It sells 782 in a week. To the nearest 10, how many will be left?



6. An office receives about 35 letters per day.

To the nearest 10, how many letters does it receive in a working week (5 days)?

7. A swimming pool gets about 120 swimmers between Monday and Friday and about 350 swimmers over the weekend. To the nearest 100, how many swimmers does the pool get over the whole week?

8. A lorry driver travels about 370 miles per day for 6 days per week.

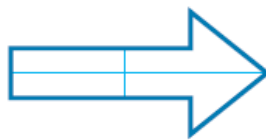
To the nearest 100 and 1000, how many miles does the driver travel each week?

ACTIVITY 9

1) Have these shapes been split into fractions?



- Yes
 No



- Yes
 No



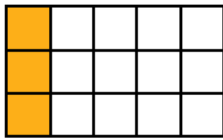
- Yes
 No

2) Complete the table.

Words	Fractions	Shape	Number Line	Quantities
one quarter	$\frac{1}{4}$			

ACTIVITY 10

1) Match the equivalent fractions.



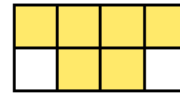
$$\frac{3}{4}$$



$$\frac{5}{10}$$



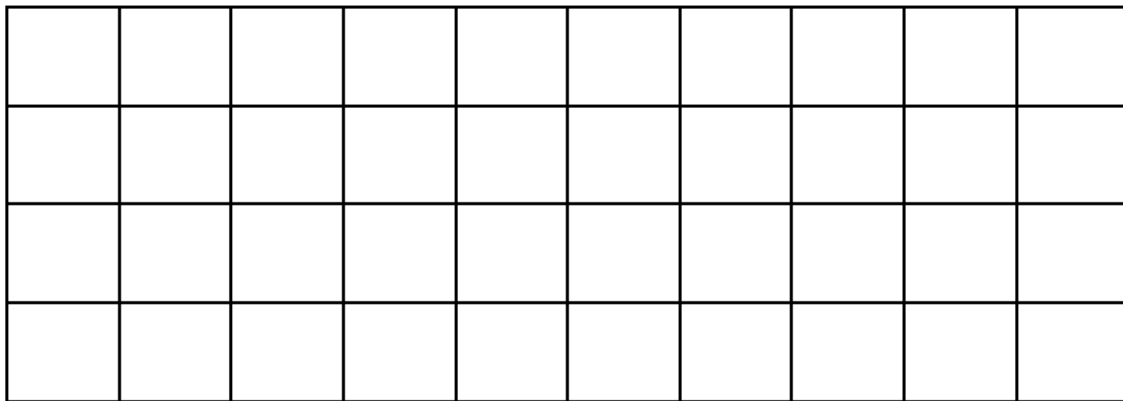
$$\frac{1}{5}$$



$$\frac{6}{9}$$



2) Use the shape below to calculate and complete the equivalent fractions.



$$\frac{1}{5} = \frac{\square}{10}$$

$$\frac{1}{\square} = \frac{4}{20}$$

$$\frac{1}{5} = \frac{8}{\square}$$

$$\frac{\square}{5} = \frac{4}{10}$$

$$\frac{4}{10} = \frac{\square}{20}$$

$$\frac{\square}{40} = \frac{4}{10}$$

Comprehension Activities

There are 4 Silver level and 4 Gold level activities. Try to complete at least two each week that you are home learning.

Silver

1 - THE CUP OF SYLVESTER

Dogwood Hall,
The Old Mill Road,
Dogworthy,

Devon

July 8th, 1871

Dear Martha

I write with grave news. Auntie Dolly has stolen the Cup of Sylvester. Dahlia and I found the glass to its cabinet smashed and scattered over the library floor. You can imagine our fright! We thought burglars had crept in. It wasn't until we got to Auntie Dolly's room that we realised the truth.

I don't need to tell you how serious this is. The family curse says that if the cup leaves the Plunk family home for more than 72 hours, everyone by the name of Plunk will die! Dahlia and I are desperate.

We think Dolly might be heading for the island of Snack. As you know, Auntie Dolly and Uncle Peter have holidayed there regularly for years. They have always been very secretive about where exactly the island is, but I think one year you went there with them. Please help us to retrieve the cup. We have three days to return it to its rightful place. If we fail, we must all die and the name of Plunk will be lost forever.

In haste,

Your affectionate brother

Julian Archimedes Plunk

QUESTIONS

Who has written the letter?

Where does the letter writer live?

To whom is the letter written, and what relation is she to the writer?

What has been stolen?

Who does the letter-writer think is the thief?

At first, who did the letter-writer think had taken the cup?

In which room could the cup normally be found?

Who do you think Dahlia might be?

Why is the theft of the cup so serious?

How might Martha be able to help recover the cup?

How do we know that this letter was written a long time ago?

WORD WORK

Give the meaning of the following words:

Smashed

Desperate

Burglars

Affectionate

EXTENSION WORK

What do you think the Cup of Sylvester is? Who might Sylvester have been?

Why do you think Auntie Dolly might have taken the cup? What do you think she will do with it?

'...the name of Plunk will be lost forever.' What do you think Julian means by this?

You are a policeman and you have just arrested Auntie Dolly. What questions will you ask her?

Draw a map of the island of Snack. Include some special features.

Draw the Cup of Sylvester and decorate it.

2 - TALENTED VIOLINIST

MUSIC PROFIE – JULIA SNEETCH

Our music profile this week is on talented, young violinist, Julia Sneetch. Julia started playing the violin in her home town of Lyme-on-the Water in Devon when she was only three years old.

Her father, Melvin, said that she was always musical, even as a toddler. 'She liked playing tunes on bottles we filled with water for her, and even on radiators. She broke quite a few cups and plates trying to play tunes on them.'

Julia saw her first violin in a music shop and refused to put it down. After a month, she was able to play simple pieces such as Twinkle, Twinkle, Little Star. A year later, she was working towards her Grade Five Violin Exam.

At just ten years old, Julia won a scholarship to the Royal Academy of Music in London. Once there, she won the Winifred Jones Memorial Cup for the most promising young musician.

Now aged nearly twenty-one, Julia is beginning her third tour of the world, playing at all the major concert halls. Next week, as she celebrates her birthday, she will be playing her favourite violin concerto in Vienna, to an audience of thousands. 'My dream,' she says, 'is to play forever. But I know that can never be!'

QUESTIONS

What instrument does Julia Sneetch play?

When did she first start playing this instrument?

Before she had an instrument to play, how did Julia make music?

Where did Julia go to study music when she was ten?

How old is Julia now?

What does Julia say she would like to do?

Is her dream possible? Explain why you think that.

How do we know that Julia is talented?

How do you think Julia feels about travelling all over the world?

WORD WORK

Give the meaning of the following words:

Talented

Simple

Broke

Beginning

Tour

Audience

EXTENSION WORK

If you could interview Julia, what four questions would you like to ask her?

Do you have a dream about what you would like to do? If so, what is your dream and do you think you will achieve it? How?

Find some glass bottles and fill them with different amounts of water. Try playing tunes on them like Julia did.

Find Vienna on a map of Europe and write some facts about it.

Draw a picture of Julia Sneetch.

3 - MAKING IT RAIN – QUICK AND EASY WEATHER SPELLS BY WIZARD WONKIN

PAGE XIII

This is a lovely little potion, which is quick and simple to prepare. You only need a few ingredients, none of which need to be collected specially. You should find most of them in your everyday spell larder. Care needs to be taken with the cobwebs and the oak root. Make sure to add the right amount at the right time or the mixture will curdle badly.

Ingredients:

One eighth of a rainbow (probably your most expensive ingredient)

Eight tablespoons of rainwater

Three whole cobwebs

A pinch of stardust

One centimetre of oak root

Four hailstones

Method:

Put everything except the oak root and cobwebs into a small blender and blend until it resembles fine sugar. Carefully mix in the cobwebs and say the reverse Hocus spell.

Grind the oak root into powder, then add carefully to the mixture.

Repeat the reverse Hocus spell followed by the Flexus chant.

The potion will now be ready to sprinkle wherever you want it to rain.

Remember to repeat the Flexus chant when you sprinkle the mixture.

Sprinkle finely and not in large clumps.

QUESTIONS

For what is the potion used?

Who has written the recipe for this potion?

Is this a time-consuming potion to make?

Where could you find some of the ingredients?

Which ingredients would be hard to find?

Which ingredients must you take care with, and why?

Which ingredient is considered to be the most expensive?
Briefly describe in your own words, how to use the ingredients to make the potion.
What problems could occur if the potion is not properly prepared?
Why might people want it to rain?
What is a chant?

WORD WORK

What is the meaning of the following words:

Collected

Mix

Method

Curdle

What is a larder?

EXTENSION WORK

If you had to add two extra ingredients, what would they be and why would you choose them?

You have been asked to write a potion to be included in a new Spell Book. What would your potion be for - what ingredients would you use and how would you use them?

Write a chant – say it aloud.

Wizard Wonkin is going to visit Oak Green – write three questions to ask him about his work and life as a Wizard.

Draw a Wizard's hat and decorate.

4 - WITNESS STATEMENT

DATE: Thursday 14th January 2023

WITNESS: Chizu Asahi

RECORDED BY PC Bannerman

I was walking down Spring Road early on Tuesday. I can't tell you what time it was as I had left my watch at home but I think it was a bit before 8 o'clock.

I noticed something funny going on in front of number 18, the house with the big garden. Outside it was a green van which I've never seen before. Mrs Chatterji, who lives there, was shouting at the driver. She was shouting, 'Give them back, they're my vegetables!' Then the van drove off. I saw Mrs Chatterji running after it. She was keeping up really well which surprised me because she's over 80 years old. Her dog Bahloo was following her, barking like mad.

The van just kept going. It turned into Boris Close and then I lost sight of it. I saw Mrs Chatterji and her dog following it but they didn't come back for agesnot until lunch time. Mr Chatterji just stood by his garden gate shaking his head. I asked him what had happened but he couldn't say anything at all. He just looked stunned.

About 10 o'clock, the green van returned. It parked outside the Chatterji's house. I was in my front garden at the time and I couldn't believe it was the van again but it was. Mr Chatterji was inside, which was just as well really because he might have fainted if he'd seen what I saw. There were rabbits driving the van. Yes, rabbits! I couldn't believe my eyes. It

was unbelievable. At first, I thought they were people dressed as rabbits, but then I realised they were real. What was even scarier was that they were huge. Larger than a small child actually. It was then that I rang the police.

QUESTIONS

What is the name of the witness making this statement?

What is the name of the Police Officer recording the statement?

Is the witness able to say precisely what time the van drove off from the Chatterji's house?

What was in the van, apart from the driver or drivers?

Where does Mrs Chatterji live?

How old is Mrs Chatterji?

Who or what was driving the van when it returned to the Chatterji's house?

The witness statement comes across as 'chatty'. Why is this and what effect does this have on the reader?

WORD WORK

Give the meaning of the following words:

Stunned

Fainted

Unbelievable

Find another word to replace the word in capitals.

I noticed something FUNNY going on outside number 18.

He was barking like MAD.

They didn't come back for AGES.

EXTENSION WORK

List all the people and animals involved in the incident.

If you had seen this event taking place, what do you think you might have done?

If you were the Police Officer in charge, what do you think you would do next?

Draw a Street Map of where the events happened, showing the different streets and the houses.

The culprits have been caught. Write six questions for PC Bannerman to ask them to help him work out what has been going on.

Make a Wanted Poster showing the criminals who drove the van.

Gold

1 - SOME PECULIAR INVENTIONS

Dr Melissa Brains glared and jabbed a finger at the small, purple bottle.

'That's my bottle!' she snapped, 'And you've stolen it.'

Professor Hussain Winkle went red.

'I beg your pardon!' he spluttered. 'I made that formula up and you know it. You're the one who's trying to steal it from me.'

Dr Brains gritted her teeth angrily. She hated Professor Winkle. Professor Winkle was always receiving prizes for wonderful new lotions and potions. His latest discovery had been a cream to make people look younger.

Today's argument was over this bottle of purple liquid. Both had made a mixture identical in colour. One of them had left their bottle on the work table by mistake and now neither could remember who had left it.

'I dare you to drink it!' Dr Brains said quickly. Professor Winkle looked startled.

'I beg your pardon,' he said. Dr Brains glared at him.

'You heard,' she growled. 'If it's your invention, you won't mind drinking it. After all, if it's yours, you should know what it's for.'

'Of course I know what it's for,' snapped Professor Winkle. 'It's to make hair grow on a bald head.' He picked up the small bottle and took a sip of the liquid.

'Very nice!' He licked his lips. 'It tastes of raspberries with a hint of ginger.' Dr Brains stared at Professor Winkle's head. His hair was thinning on the top but no matter how hard she looked, she could see no new hair growing.

'It's not working!' Dr Brains cried gleefully. 'That means, it's my mixture!' She snatched the bottle out of Professor Winkle's hands and gripped it in her own.

'Don't be ridiculous!' cried Professor Winkle. 'It's not an instantaneous cure. It will take a good few hours to work...'. He never finished his sentence. To his horror, Dr Brains had tipped the rest of the bottle's contents into her mouth and swallowed.

'Dr Brains! What are you doing?' cried Professor Winkle in alarm, trying to snatch the bottle back.

'That's MY formula for eternal youth!' shouted Dr Brains with a strange laugh. 'I invented it! Now I will stay young forever and I'll never grow old.' She ran to the nearest mirror in the laboratory and stared hard at herself. Soon the wrinkles on her face would vanish forever. Her greying hair would turn dark brown again and she would be able to throw away her glasses as her eyesight became that of a young woman's.

Nothing happened.

Dr Brains stared and stared. Surely the mixture should be working by now? Still nothing happened.

Then slowly, unbelievable, the hair on Dr Brains' head started to grow. Very slowly, inch by inch, it grew longer and longer. It slithered down over her ears and forehead, past her neck and over her shoulders.

Professor Winkle watched in amazed disbelief.

'That IS my potion,' he breathed. 'How amazing! It really works!'

QUESTIONS

What does Dr Brains intend her potion to do?

What does Professor Winkle intend his potion to do?

Why does Professor Brains hate Professor Winkle?

When Dr Brains drinks the potion, what transformation does she hope to see?

From the passage, what do we learn about Dr Brains' character?

Why do you think Professor Winkle is amazed that his potion works?

Do you think the two scientists are behaving like adults? Or like badly behaved children? Explain why you think that?

WORD WORK

Give the meaning of the following words:

Instantaneous

Mixture

Liquid

Laboratory

Invention

What do you think is meant by the words 'eternal youth'.

EXTENSION WORK

Instead of drinking the potion, what else could the two scientists have done to find out who it belonged to?

Of the two potions they intended to make, which do you think would be more useful?

Both people that the bottle belongs to them. What do you think they could do in future to ensure there are no mix-ups.

If you could invent something, what would it be and why?

Make a list of ingredients that Professor Winkle might have used for his potion

Design a wonderful new bottle to put Dr Brains' potion in – make sure it has a label on it.

2 - I HAD A DREAM

I had a dream that the seas rose up

And swallowed vast cities until

They were built again and men

Were wiser.

I had a dream that the plight of millions

Was captured in a small glass bottle

And flung high above the stars

Where it vanished forever.

I had a dream that the harsh sun

Became gently,

And the soaking rains

Fell on the dry earth

Where the crops refuse to grow.

I had a dream that I could walk

Wherever my footsteps took me,
And could climb the
Highest mountains
Without fear of falling.
These are my dreams.
If they were your dreams too
We could make them happen
For when many hands join together
Realities happen.
What are your dreams?

QUESTIONS

In the poet's dream, what is captured in a small glass bottle?
In the poet's dream, what do the rains do? Is this a good thing, do you think?
In the poet's dream, what does the sun do?
In the final verse, what does the poet hope might happen?
What is the main message that the poem is trying to convey?
Do you think that the message is an important one? Give reasons for your answer.
Find two examples from the passage of sentences which conjure up a specific image in your mind.

WORD WORK

Give the meaning of the following words:

Crops

Harsh

Plight

EXTENSION WORK

What do you think the poet is trying to say in the second verse?
The poet writes of a 'fear of falling'. Looking deeper into the poem, what do you think the poet means by this phrase?
Do you think the poem describes a real dream or another kind of dream? Explain your ideas.
If your footsteps could take you anywhere, where would they take you?
Imagine you have not seen rain in your country for years? Describe how you would feel when the rains finally come and flood the land.
Make a list of all your hopes. Which one is the most important to you and why?

3 - SPEECH TO THE BOARD OF DIRECTORS BY DAME ASTRID LEVISON TO THE SHAREHOLDERS OF GONZO SWEETS

'I am pleased to announce that this has been an enormously profitable year. Our sweets, Loopy Chews and Twizzle Sticks have exceeded all expectations. They have been a success not only in this country but worldwide. Our sales are expanding in five different continents and should continue to grow next year.'

'Next months, sees the opening of a new factory in Snodshire, to meet the increase in demand. We are taking on ten members of staff for the office there and one hundred employees for the factory floor. We hope that if sales increase further, we will be able to take on a further fifty new employees.'

'We are also developing two new sweets, which we hope to sell worldwide. Leading supermarkets have expressed an interest in these and trials will soon begin with children nationwide to find out whether they will be popular.'

'Sadly, due to a succession of problems, we will be terminating our contract with the packaging company, Uniwrap. But, I am pleased to announce that, in future, our packaging will be designed and made by Wrappanappa. They are a young, creative company who, I feel confidence, will be able to meet our needs and provide a fresh approach to our packaging.'

'It is with great regret that I announce the retirement of my personal assistant, Shamlal Persad, who has decided to retire to Barbados at the end of July. Shamlal, has been my assistant for 35 years and will be greatly missed. I would personally like to thank Shamlal for his invaluable help over the years and his devotion to Gonzo Sweets.'

'My daughter, Eva, has expressed a desire to enter the family business. Having been at business school for three years, she is keen to expand her practical experience. She will begin working on the factory floor in two weeks' time. She will not be receiving any special treatment and is to be considered an ordinary member of the workforce.'

'In conclusion, this has been an excellent year of growth and expansion. I am extremely confident that our future is bright and prosperous. Thank you.'

QUESTIONS

Who is giving the speech?

To whom is the speech being given?

How do we know that this has been a good year for Gonzo Sweets?

Why is a new factory opening?

How many staff will be employed at the new factory?

What is Gonzo Sweets going to do before bringing out their two new kinds of sweets?

Who is retiring in July and what job do they do?

What reasons are given for terminating the contract with Uniwrap?

Why do you think a fresh approach is required for the packaging?

WORD WORK

Give the meaning of the following words:

Terminating

Profitable

Expanding

What does it mean if you retire?

What is a 'family business'?

EXTENSION WORK

Why do you think that Eva has to be treated as an ordinary member of the workforce?
If you were Eva, would you want to work in the family business? Why or why not?
Do you think Gonzo Sweets sounds like a good company to work for?
The new sweets are supposed to be new and exciting. If you could design a new sweet, how would you make it interesting and exciting?
Design a gift box containing about 30 Loopy Chews and Twizzle Sticks.

4 - CAPTURE OF THE WHITE STALLION

Chief Fighting Hare stared hard at Little Running Bull. He could not believe his good luck. The wild ponies were back and with them was the beautiful white stallion. He tried not to let the excitement show on his face. A chief did not jump up and down with excitement.

‘I want that white horse,’ he told his son flatly. Little Running Bull frowned.

‘The white stallion is clever, Father. It will be difficult to catch him.’

Fighting Hare nodded. It was going to be very hard to catch the white stallion for he was indeed fast and clever and above all he knew they wanted him.

There was silence in the tepee. The fire in the centre crackled happily. Fighting Hare pulled the cloak of soft, bison fur around his shoulders. Even though it was spring, the nights were still chilly and frost sometimes greeted them in the early hours of the morning. He thought hard. The ponies would be quick to run away if they smelt the people creeping up on them. He remembered the hunt they had had last spring when the ponies had been in the woods. They had spent hours chasing the white stallion through the trees and down to the river. Even though humans and animals were exhausted by the chase, the big horse had surprised them all by jumping over the river, and disappearing once more into the dense woods. They had made camp by the side of the river, but even after another day in the woods, they had not seen the stallion again until now....

‘When I have him in my hands, I will call him Shining Cloud, for that is what he is,’ said Fighting Hare softly. ‘A beautiful cloud which floats away when you think you have it in your grasp.’

‘But how will you catch him, Father?’ asked Little Running Bull.

Fighting Hare smiled. ‘This spring there will be no chase. I will invite the white stallion to come to me.’

Little Running Bull stared at his father. ‘Come to you?’ he repeated. ‘How will you do that?’

Fighting Hare stared at the flames leaping up from the fire. ‘I will go to him, speaking the language of the horse and he will come to me; for he will understand that it is not as a slave that I wish him to be mine, but as a valued and much loved friend.’

QUESTIONS

What is a stallion?

Why do you think Fighting Hare values the white stallion so much?

How does Fighting Hare hope to capture this horse?

Does this sound like an effective method of capture? Give reasons for your answer.

If the stallion is captured, what name will Fighting Hare give him?

If you could name the horse, what would you call him and why?
How did Fighting Hare's people try to capture the ponies the previous year?
Why do you think the ponies are important to the people?

WORD WORK

Give the meaning of the following words:

Clever
Disappearing
Creeping
Slave
Exhausted
Beautiful
Invite
Dense

EXTENSION WORK

How do you think Little Running Bull might want to capture the stallion?
What might the inside of the tepee be like?
If you could give yourself a Native American name, what would you call yourself and why?
Draw a totem pole and decorate it.
What do you think might happen next in the story?

Music

LO: To understand that culture can influence music style

Listen to this – it is called 'London Calling' by The Clash. Be ready to write down your initial thoughts when you have finished listening to it.

<https://www.youtube.com/watch?v=EfK-WX2pa8c>

What did you think? Write down your thoughts here. Remember, there are no right or wrong answers.

Now have a go at answering these questions – remember, they are your thoughts.

What do you think the song was about?

What instruments were used?

Who sang it?

When do you think this song was written?

We refer to this music as Punk Music – read the following to understand what Punk Music was – Mrs Wilding remembers Punk Music!

Punk rock is a style of rock music. Many musicians and punk rock music listeners ("punk rockers") want to [protest](#) or [rebel](#) against the norms or rules of society. Punks say that people should "[Do It Yourself](#)", which means that people should try to accomplish their goals using the materials in their own communities. Many punk bands make their own music recordings and distribute them without using a major record company.

Many punks have strong political beliefs. Punk rock musicians are often mad at the [government](#), the [police](#), and [laws](#). Many punk rock songs protest [injustice](#), [lies](#), and [unfairness](#) in countries.

Almost all punks are [leftists](#), who believe that a country should share the products and food that it produces with all the people in the country. Some punks are [vegetarian](#) or vegans, because they believe that animals should not be killed for food. Some punks are [anarchists](#). Very few punks are conservative, libertarian, or Republican.

Many punk musicians put coloured hair dye in their hair or put gel to make it stand up. They wear distinctive clothes as a form of [protest](#) or [rebellion](#) against the norms and rules of society.

History

1970s

Punk rock developed in [New York City](#) in the mid-[1970s](#). Bands like [The Ramones](#), [Television](#), [The Heartbreakers](#), [Blondie](#), and [Patti Smith](#) played loud, angry songs. Many bands played at a club called [CBGB's](#). The music soon spread to [Australia](#) and [Britain](#), where bands started playing punk rock in 1976-1977. British bands like [Buzzcocks](#), [The Clash](#), [The Damned](#), [Generation X](#), [The Jam](#).

These early "punks" rejected the excesses of mainstream 1970s rock. They created fast, hard-edged music, with short songs, stripped-down instrumentation, and often political, anti-establishment lyrics. They often did controversial things, such as saying bad words in public. Many newspapers wrote articles about the "bad" behaviour of punk rock musicians.

1980s

In the 1980s, a new type of punk rock called "[hardcore punk](#)" or "hardcore" developed. It was louder, harder, and faster than the original punk rock. By the mid-1980s, hardcore punk rock began being mixed with [Heavy Metal](#) rock music. Many hardcore bands began playing in the [United States](#) and in the UK.



Punks from the UK in 1986

1990s

In the 1990s, punk rock began being mixed with [pop music](#) to create a new lighter style of music called [pop-punk](#). Pop-punk bands include [Green Day](#) and [Good Charlotte](#). Some pop-punk bands mixed punk rock stars [ska](#) music.

2000s

Pop-punk was still popular in the 2000s. Some people who like the 1970s-style punk rock criticize pop-punk because pop-punk is commercialized.

Some people say that punk rock is dead. But that is not true, because the spirit lives on and many punk rockers are around today.

This song was used in adverts for the London 2012 Olympics – was this a good choice?

Your task today is to create your own poster for London Calling in the style of punk rock. Here are some ideas:



I can't wait to see what you will produce. I know how brilliant you are when it comes to design. Please take a photograph of your learning and upload but keep it safe and bring this into school for display.

MUSIC Lesson 2

Last time, we looked at Punk Rock – did you like it? Let's think about more up to date music in our country today.

Make a list of any British bands/singers you can think of (you can ask your parents too!)

In case you are struggling, I have started a table – fill in your thoughts about them and add in your own. We have used lots of songs from these people in assembly.

DATE	BAND NAME/ARTIST	INSTRUMENTS	OPINIONS/FEELINGS
1960-1970	The Beatles	Guitar, Drums	

Here is a list of people you might want to include:

Elton John, <https://www.youtube.com/watch?v=R5eEQJZm7ZM>

Freddie Mercury, <https://www.youtube.com/watch?v=q0wdxj8-mAU>

Kate Bush, <https://www.youtube.com/watch?v=-1pMMIe4hb4>

Roxy Music, <https://www.youtube.com/watch?v=kOnde5c7OG8>

Oasis, <https://www.youtube.com/watch?v=cmpRLQZkTb8>

T Rex, https://www.youtube.com/watch?v=ktxvu0vb_3Y

Eric Clapton, <https://www.youtube.com/watch?v=f9myqi7VL9s>

Sir Tom Jones, <https://www.youtube.com/watch?v=bX6-E0wygNo> (This man is Mrs Wilding's all time legend!)

Paul McCartney, <https://www.youtube.com/watch?v=e7aGAIWe3uE>

Queen, <https://www.youtube.com/watch?v=oB4K0scMysc>

David Bowie, <https://www.youtube.com/watch?v=ypVLdPZRumo>

The Who, <https://www.youtube.com/watch?v=PNbBDrceCy8>

Ed Sheeran, https://www.youtube.com/watch?v=_NGQfFCFUn4

Rolling Stones, <https://www.youtube.com/watch?v=LNNPNweSbp8>

Status Quo, <https://www.youtube.com/watch?v=kDyRfvQK0gE>

Have fun! Britain has produced a lot of fantastic musicians – will you be one of the new generation?

Spanish

LO: to know how to say some farm animals in Spanish

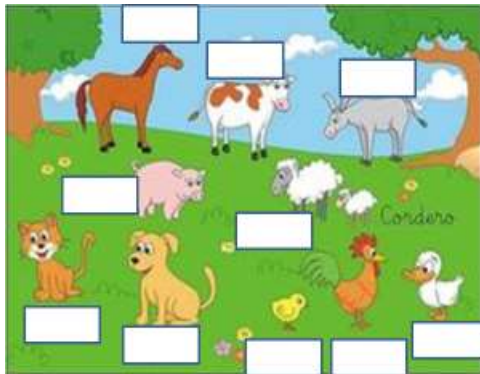
LO: Saber como decir los animals de la granja

Hola ninos!



Pick one of the above – write a sentence telling me what it is, and describing it.

So far, we have kept to animals (pets) we may have at home. We are going to widen our knowledge now and look at the names of some farm animals.



El burro
El pato
El caballo
La vaca
La oveja
El pollito
El cerdo

Can you match the name to the animals?

Here are the answers:

El burro – donkey

El pato - duck

El caballo – horse

La vaca – cow

La oveja – sheep

El pollito - chicken

El cerdo – pig

Write them down – say them aloud.

Listen to the following song and join in – it will help with your pronunciation (and don't forget to join in with the animal sounds – I will be checking!!).

<https://www.youtube.com/watch?v=FXr6QTZKPuA>

Your task today is to combine all our learning about animals and make a poster in Spanish about all the animals you now know. Please photograph it or keep it to put on our working wall – I know that your drawing of the animals will be better than mine! So, draw away – draw an animal, label it, then move on to the next one.

To finish our learning about animals, sing along with the Spanish version of Old Macdonald had a farm. We will sing it together when we are back in school.

<https://www.youtube.com/watch?v=wAVOF1EdiHE>

LO: to know how Spanish People celebrate Easter

Hola ninos! It is almost Easter.

Have a look at the following – it explains how Easter is celebrated in Spain. It is very important for Spaniards.

<https://www.euroclub-schools.org/easter-in-spain>

When we think of Easter, we think of Easter Bunnies, Easter Eggs, Sweets

Listen and repeat the words.

<https://www.youtube.com/watch?v=Ee14nPDLDr0>

As you read, La Mona de Pascua is very important.

A popular Easter cake of celebration is called **la mona de Pascua**. It is particularly popular in the areas of *Cataluña, Aragón, Murcia* and *Castilla-La Mancha*. It is decorated with coloured feathers and big chocolate eggs or figurines. Cake shops compete to see who can make the most impressive *monas* to place in their shop windows! Nowadays, *las monas* can be so ambitious and wonderful, that they even talk about them on the television news! Some *monas* look like sculptures carved out of chocolate.



Your task today is to design your own! Colour and label it – if your parents will let you, you could try to make it! Upload a photograph or bring in your design when we are all in school. Don't forget to save some for the Year 4 teachers.

Feliz Pascua!